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ABSTRACT

The Kumtuks program, an alternative rehabilitation program established by the Vancouver School Board in 1976 for Native Indian students, is described. Kumtuks was established to retain students between grades 6 and 9 when the drop-out rate among Native Indian students is the highest. The results of the evaluation of the first two years (1976-78), and of the third year of the Kumtuks program (September 1978 to June 1979) are summarized. Details of the report include: background information/description of the program; evaluation procedures; student data (attendance, achievement, student progress); opinion data (strengths/weaknesses of program and integration process); and miscellaneous appendices (opinions of staff, parents, students, etc.). Suggestions for areas of improvement are also discussed. (Author/GK)

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ABSTRACT

Kumtuks, a Chinook word meaning "to teach", is an alternative rehabilitation program established by the Vancouver School Board in 1976 for Native Indian students. This program is funded jointly by the Ministry of Human Resources, the First Citizens' Fund and the Vancouver School Board. Kumtuks was established to retain students during the crucial years between Grades 6 and 9 when the drop-out rate among Native Indian students is the highest. The program endeavours to upgrade students' basic skills, focus on Native Indian studies and foster student pride and knowledge in their rich Native Indian cultural heritage. The program strives to integrate students into the secondary school at a level appropriate to their interests, age and abilities.

A longitudinal evaluation of the Kumtuks program was requested by the Vancouver School Board with reports to be submitted at the end of each of the first three years of the program's operation. A report on the first year of the Kumtuks program was submitted in the fall of 1977. A subsequent report provided an evaluation of the second year of Kumtuks, 1977-78. A detailed description of the Kumtuks program, a summary of the results of the evaluation of the first two years, and the results of the evaluation of the third year of the Kumtuks program from September, 1978 to June, 1979 are presented in this report.

Twenty-two students were enrolled in Kumtuks during 1978-79. Eight had been in the program during the previous school year and fourteen were new entrants. Fifteen students were involved in the various stages of transition during 1978-79 and five have been identified for starting integration in September, 1979.

In order to continue the assessment conducted during the first and second year of operation of Kumtuks, similar materials and data collection procedures were utilized. In 1978-79, attendance was good and a general improvement in mathematics skills and some improvement in language skills were indicated.

Comments of students, staff, parents, Secondary School staff, Native Home-School Workers and other involved professionals were positive. Improvements in students' attitudes, behaviours and self-concepts were observed. The Kumtuks program was believed to be generally effective in meeting its objectives. Strengths of the program were identified and improvements including the addition of a second Child Care Worker and the expansion of the program to include more Native children, were suggested.

KUMTUKS CLASS PICTURE - AWARDS NIGHT 1979

(Hans Hinrich Heinsohn photo)

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INTRODUCTION

BACKGROUND INFORMATION ON THE KUMTUKS PROGRAM

Kumtuks, a Chinook word meaning "*to teach*", is an alternative rehabilitation program established by the Vancouver School Board in 1976 for Native Indian students. This program is funded jointly by the Ministry of Human Resources, the First Citizens' Fund and the Vancouver School Board. A high drop-out rate of Native Indian students, particularly between Grades 6 and 9, has long been a concern of educators. Thus, Kumtuks was established to retain students during these crucial years and to act as a "bridge" back into the school system.

A longitudinal evaluation of the Kumtuks program was requested by the Vancouver School Board with reports to be submitted at the end of each of the first three years of the program's operation. A report on the first year of the Kumtuks program was submitted in the fall of 1977.[1] A subsequent report provided an evaluation of the second year of Kumtuks, 1977-78.[2] The results of the evaluation of the third year of the Kumtuks program (from September, 1978 to June, 1979) are presented in this report.

DESCRIPTION OF THE KUMTUKS PROGRAM

Purpose of the Program

Kumtuks was established to retain students during the crucial years between Grades 6 and 9 when the drop-out rate among Native Indian students is high. The program endeavours to upgrade students' basic skills, focus on Native Indian studies and foster student pride and knowledge in their rich Native Indian cultural heritage. The program strives to integrate students into the secondary school at a level appropriate to their interests, age and abilities.

Criteria for Student Referral and Placement

The Kumtuks program is intended for students who:

- are between 12-15 years of age.
- show potential for academic or vocational growth.
- show evidence of attendance problems prior to Kumtuks.
- will benefit from a program emphasizing Native Indian identity.

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[1] Allan, M.C., Report On The First Year Of The Kumtuks Alternative Program - Templeton Secondary School, Research Report 77-08, Vancouver School Board, November, 1977.

[2] Brenner, Lynne, Report On The Second Year Of The Kumtuks Alternative Rehabilitation Program, Research Report 78-06, Vancouver School Board, September, 1978.

The program is not intended for students who have a long history of behaviour problems.

The referral process involves several steps. Upon completion of the referral form, the Kumtuks Child Care Worker contacts the student's home and explains the program. The student then visits the school and indicates whether he/she wishes to attend. The Advisory Committee (see Appendix A) screens the nominees and makes the selection decision. Subsequently, the Kumtuks Child Care Worker contacts the referring agency, the student and his/her school. The referral is completed only after a successful three-week trial period.[3]

Program Objectives

The objectives for students of the Kumtuks program are:

- to develop sufficient basic skills to enable enrolment in and completion of a secondary school program.
- to develop an understanding of the urban environment - its uniqueness and demands on people.
- to develop the adaptive skills for successful survival in the urban environment.
- to develop a positive self-concept by emphasizing Native Indian culture.

Curriculum

The curriculum[4] consists of:

English: reading, spelling, writing, vocabulary-building, composition, listening and speaking skills.

Mathematics: essentials of Math 8 (tutorial programs are available for additional help).

Science: weather science and life sciences, human anatomy and physiology, ecology and first aid.

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[3] During the three-week trial period, the student's attitude, attendance and work habits are judged by Kumtuks staff and the student has the opportunity to acquaint himself with the program, the staff and other students. After a successful trial period, a contract is established between Kumtuks and the student; the student's verbal commitment is generally very good.

[4] A copy of the curriculum is available through the Kumtuks Alternative Program, 1125 McLean Drive, Vancouver.

Native Indian Studies: historical, geographic, anthropological studies of Indians in British Columbia and other parts of Canada (emphasis given to tribes represented at Kumtuks); Native Indian resource people are used extensively.

Indian Arts and Crafts: beading, carving, traditional Indian art forms, design, leather work, etc.

Comparative Studies: examination of other ethnic cultures in Vancouver.

Adaptive Skills Program: skills necessary to adapt to the school and urban communities.

Recreation and Physical Education: cycling, bowling, skating, swimming, athletics.

Other aspects of the program offered at Kumtuks involve:

Class Meetings: Regular weekly meetings at which students and staff discuss and are involved in problem solving, decision making and setting of some program policy.

Token System: A goal oriented, token system provides (i) specific indicators of performance and behaviour expectations for students in the program, (ii) immediate feedback for students regarding their performance and behaviour, and (iii) earned rewards for meeting these expectations.

Luncheon Program: As part of the luncheon program funded by the First Citizen's Fund, twice a week the staff and students have lunch together. Every student, at one time or another, serves on the Food Committee which plans the meals, costs out the food, purchases the food, prepares the meal and cleans up. The luncheon program provides for some of the nutritional needs of the Kumtuks students and teaches basics in nutrition and money management. The duties of the Food Committee were also extended to social evenings for parents and Awards Night, teaching the students organizational and planning skills.

Community Service Program: Ten Kumtuks students were involved in tutoring Native Indian students in Grades 1 and 2 at Britannia Elementary School one afternoon per week. The activities of the Kumtuks students, coordinated by the elementary teachers, included tutoring in reading, art work, and other academic areas, and playing games. Students from Britannia Elementary School benefitted from the friendship and roles modelled by the Kumtuks students; it was a different experience for the Kumtuks students to respond to the needs of others.

Summer Program: For the third year in succession, the summer program had two components: community placement and summer camping experiences. Through provincial and federal employment grants, students have been placed in a number of positions in the community, including in a library, a museum, an archaelogical dig, a neighbourhood house and a day care centre. This component of the summer program is seen as an extension of the students' career education, teaching students about pay cheques, bank accounts and employee relations. The Child Care Worker was responsible for applying for the grants, contacting sponsor employers and liaising with the sponsors and workers. The Child Care Worker was also responsible for organizing some summer camping experience for Kumtuks students; students have visited the Morely conference and have experienced some of the traditional activities of Native Indians, e.g., curing hides.

During the summer of 1979, for the first time, four Kumtuks students are working with the teacher and a university student on a grant project developing a Vancouver Indian's Native Life Style Kit. Students are involved in interviewing adult Native Indians who have a number of different jobs: they are also involved in photography and in taping. The Kit developed for Native Indian Students in Grades 7-9 will be piloted at Kumtuks in the fall of 1979.

Parent Education: Informally, Kumtuks staff have attempted to build an open and trusting relationship with the parents of their students. Parent involvement in the school's activities has been encouraged. On a more formal basis, a Parent Effectiveness Training session was held in the spring of 1979. Although it was not entirely successful, it has helped the Kumtuks staff to determine the needs of the parents and to focus on those needs in 1979-80. Kumtuks staff are also starting to introduce parents to the existing Secondary School personnel and to develop lines of communication. Parents are also learning from Kumtuks staff what rights and responsibilities they have as parents and what role they can play in the education of their child.

Integration Program

The Kumtuks program aims to help Native Indian students integrate into the regular Secondary School setting at a level commensurate with their interests and abilities. To achieve this goal, a systematic program was developed which considers each student's past experience in school, his daily performance during at least one semester at Kumtuks, his unique needs and his mode of adaptation in the school system. The program is comprised of three distinct phases -

1. The Assessment Phase

The following factors are considered in assessing the likelihood of successful integration:

- the background to the referral,
- the student's appropriate grade placement and recent school experience,
- the student's perception of the referral and the parents' readiness to be supportive,
- the student's level of performance and social placement,
- the student's past coping style and effects of this on academic growth,
- the effect of the student's past success or failure in school,
- the student's statements about himself, his school work, his peers and the staff, and
- the nature and extent of support the student will need.

2. The Readiness Phase

In this phase, the student experiences a program which attempts to make him more familiar with the social setting of the secondary school and the demands and expectations of the school; the student's attitude about integration is explored. The staff communicates confidence and support to the student and develops a sense of relevance and commitment to integration in the student. The student experiences the adaptive skills unit; potential blocks to integration are determined and counterbalancing strategies are developed. Parents are continually involved as a source of encouragement and support, and the student is exposed to the support team[5] and a relationship is established.

3. The Integration Phase

This phase involves actual classroom experience in the regular school setting. It involves the continual monitoring of the student's performance, the student's adaptation style, the success-failure dynamics, the teachers' perspectives, the student's attitude, his courage and his socialization process with non-native peers, and the identification of positive and negative elements at work in the integration. Prior to this step, teacher-matching, in consultation with the secondary school staff and counsellor where possible, has occurred.

During the integration process, a student will spend (depending on the success of the transition) an increasing amount of time in the secondary school. The process involves four sequential steps which each student is counselled to follow.

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[5] A student's "support team" consists of a Kumtuks staff member, the school counsellor, a Native Indian home-school, his classroom teacher(s) and his social worker.

Level 1: The student takes one elective block of his own choice (usually an I.E., H.Ec., Ceramics, Art or P.E.) and spends the remainder of the school day at Kumtuks. It is imperative that this first level is a successful experience for the student; the main focus here is not so much the content demands of the course but rather the time-space factors (on time, absences, potential problem reactions, organizational ability), the first impressions of the student, the student's perceived needs, and the teachers' report on the student's adaptation. It is suggested that students go as a group into this first level.

Level 2: The student takes two blocks of instruction in the secondary school and spends the remainder of the school day in the Kumtuks program. In some cases, academic courses are included in this step; integrating courses are matched to the student's strengths. Behavioural and performance feedback are obtained from the classroom teachers on a regular basis.

Level 3: The student takes three blocks (a full morning) of instruction in the secondary school and spends the afternoon in the Kumtuks program. Again, behavioural and performance feedback are obtained from the classroom teachers on a regular basis.

Level 4: The student takes all of his classes in the regular secondary school.

Staffing and Funding

Kumtuks is funded by the Vancouver School Board (VSB) with additional financial support provided by the Ministry of Human Resources (MHR) and the First Citizens' Fund. Kumtuks has three staff members, two of whom are Native Indian. The staff includes one teacher and one staff assistant employed by the VSB and one child care worker employed by the MHR. Although administratively attached to Templeton Secondary School, Kumtuks operates from a portable on McLean Drive, six blocks from the main school. Staff responsibilities are as follows:

The Teacher - overall curriculum organization; teaching the basic skill programs; liaison with Templeton Secondary School.

The Staff Assistant - supervising the arts and crafts program; clerical duties related to the preparation of teaching materials and record keeping; food program.

The Child Care Worker - implementing the Native Indian Studies program; counselling; family visitations and parental involvement in the program.

SUMMARY OF THE EVALUATION OF THE FIRST TWO YEARS OF THE KUMTUKS PROGRAM

The Kumtuks program began in October, 1976 with an enrolment of eight students and ended its first year of operation in June, 1977 with seventeen students. Student attendance was good during the year, climbing to nearly 90% in March, April and May. Results of the evaluation indicated that there was academic growth in both Reading and Mathematics along with improved self-concepts. Four students were identified at the end of the first year of the Kumtuks program as being ready for integration into a regular secondary school in September, 1977. Comments of the students, staff, parents and the community were generally positive. Areas identified for consideration after the program's first year included criteria for enrolment in the program, the referral system, public relations, changes in the curriculum, problems with integration and limited enrolment.

Between September, 1977 and June, 1978, 23 students were enrolled at Kumtuks. Twelve of these students had been in the program the previous school year and eleven were new entrants to Kumtuks. The average attendance during Kumtuks' second year of operation was 96.4% which compared favourably with Templeton's 92.0%. Median gains of 1.7 and 2.0 grade equivalents were achieved by students on the Key Math Diagnostic Arithmetic Test and Woodcock Reading Mastery Tests, respectively. An increase in median self-concept score was achieved by the students as a group. Twelve students were involved in various stages of transition during 1977-78 and seven more were expected to enter the integration program in September, 1978. No opinion data were collected during the evaluation of Kumtuks' second year of operation.

This report presents the results of the evaluation of the third year of operation of the Kumtuks Alternative Rehabilitation Program.

EVALUATION PROCEDURES

STUDENT DATA

In order to continue the assessment conducted during the first and second year of operation of Kumtuks, similar materials and student data collection procedures have been utilized. Since these materials and procedures have been described fully in previous reports (see footnote - page one), the details are not repeated. A summary of the results of the previous two years' evaluation is presented in the INTRODUCTION. Data on students' attendance and achievement in 1978-79 are documented as follows:

1. Attendance

Monthly attendance data for the school year from September, 1978 through to June, 1979 are presented. For this final evaluation, attendance profiles, including pre-Kumtuks, full-time Kumtuks and integrating Kumtuks attendance of three sample students, are included.

2. Achievement

Achievement data in the form of pre-test, post-test and change scores are appended (see Appendix B) for both of the following tests:

a) Key Math Diagnostic Arithmetic Test, and
b) Canadian Tests of Basic Skills.

The data are summarized in the RESULTS section of the report.

3. Further documentation of Student Progress

a) Two case studies are presented - one of a student who has been involved with the Kumtuks program for two years and one who has been with Kumtuks only four months.
b) A summary of the number of students at each step of the transition process as of September, 1979 is provided.

OPINION DATA

In replicating the evaluation of the first year of operation of the Kumtuks program, the comments of the following groups were collected:

1. Kumtuks Students

All students presently attending Kumtuks and all fully-integrated Kumtuks students who could be contaced were surveyed in May, 1979.

2. Kumtuks Staff

The opinion of the Kumtuks staff were collected by means of a group interview in June, 1979.

3. Parents or Guardians of Kumtuks Students

The parents or guardians of each Kumtuks student were interviewed individually by one of the four Native Home-School Workers in April, 1979.

4. Teachers and Counsellors of Integrating/Integrated Kumtuks Students

The English, Mathematics and Science teachers and counsellors of those Kumtuks students who are integrating or who are fully-integrated were surveyed in May, 1979.

5. Native Home-School Workers

The opinions of the four Native Home-School Workers were collected by means of a group interview in early April, 1979.

6. Other Involved Professionals from the VSB and MHR

The comments of several staff members at Britannia, Windermere and Vancouver Technical Secondary Schools who have (had) integrating students from Kumtuks, six elementary Principals and Vice-Principals who have referred students to Kumtuks, eight Area Counsellors, including the Coordinator of Psychological Services, and five MHR Social Workers, including the District Supervisor, were solicited by means of a letter in May, 1979.

The opinions expressed by these six groups are detailed in Appendices C to H and summarized after STUDENT DATA in the next section of the report.

RESULTS

STUDENT DATA

In order to replicate the assessment conducted during the first and second years of the operation of Kumtuks, data were collected on students' attendance and achievement during 1978-79. Further documentation of the students' progress included two case studies and a summary of the number of students at each step of transition process.

1. Attendance

Table I presents the monthly attendance data from September, 1978 to June, 1979. The number of students includes only those students who were at Kumtuks for the entire month; students who dropped out or started into full-integration were not included in the monthly totals. The percentages represent the attendance rate of all the students enrolled in the program including those who may have dropped out or integrated.

TABLE I

MONTHLY ATTENDANCE, SEPTEMBER 1978 - JUNE 1979

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Number of Students	18	18	18	17	14	18	16	16	20	20
Number of School days	19	22	20	11	22	19	17	19	21	20
Median days Attended	18 (93%)	20 (84%)	19 (90%)	11 (92%)	21.5 (88%)	17.5 (83%)	15.5 (80%)	17.5 (84%)	19 (80%)	19.5 (93%)

Throughout the year, the attendance was good with a rate of 90% or better in four of the ten months. The number of students attending Kumtuks dropped at the end of the first semester in January when several students left the program to integrate fully into the Secondary School.

Three attendance profiles are provided to illustrate how the attendance of Kumtuks students generally improves from their previous school experience.

Student A

A is an example of a student who was a fairly good attender before Kumtuks. A had an average of ten days absent each of the first seven years of his school career. A's already good attendance improved while attending Kumtuks. During his two years at Kumtuks, A averaged approximately

seven days absent per year; A missed a total of twelve periods in the three courses he took while integrating at Templeton.

Student B

B had very poor attendance before coming to Kumtuks. B's absentees in elementary school ranged from a minimum of twelve in one year to a maximum of 170; B had dropped out altogether before attending Kumtuks. During the eighteen months that B was at Kumtuks, he was absent for two days only. B missed a total of nineteen periods in the six courses he took over the year and a half he was integrating at Templeton - a vast improvement from his pre-Kumtuks record.

Student C

Student C's attendance was poor in elementary school and improved somewhat at Kumtuks. C averaged approximately 40 days absent in each of her five years at elementary school. At Kumtuks, C's attendance improved with approximately 25 days absent per year in the two and one half years she had been attending Kumtuks. C missed eleven periods in the course she was taking during her first semester and 22 periods in the two courses she was taking druing her second semester at Templeton.

2. Achievement

Student pre-test, post-test and change scores are detailed in Appendix B for the

a) Key Math Diagnostic Arithmetic Test and
b) eleven subtests of the Canadian Tests of Basic Skill.

Table II presents the range of the change scores and the median change score for each test.

TABLE II

CHANGES IIV STUDENT ACHIEVEMENT

TEST	RANGE OF CHANGE SCORES	MEDIAN CHANGE SCORE
KeyMath - Total Score	+0.2 to +1.5	1.0
Canadian Tests of Basic Skills		
Vocabulary	-3.6 to +1.1	0.3
Reading	-0.5 to +1.9	0.3
Spelling	-1.3 to +4.1	0.0
Capitalization	-0.9 to +1.0	0.3
Punctuation	-1.3 to +1.5	0.0
Usage	-1.7 to +1.4	0.0
Map Reading	-0.5 to +3.5	0.4
Reading Graphs and Tables	-1.3 to +4.0	1.1
Reference Materials	+0.7 to +3.3	1.4
Mathematics Concepts	-0.8 to +2.8	0.6
Mathematics Problem Solving	-2.5 to +4.2	0.8

Students' change scores varied widely on all achievement tests. The greatest variation on change scores occurred on the Mathematics Problem Solving, the Spelling and the Reading Graphs and Tables subtests of CTBS; the least variation in change scores occurred on the Key Math test and the Capitalization subtest of CTBS.

The greatest improvement in achievement was noted on the Reading Graphs and Tables, the Reference Materials and the Mathematics Problem Solving subtests of CTBS and the Key Math test. Only very small changes in achievement were apparent on the language subtests of CTBS - Vocabulary, Reading, Spelling, Capitalization, Punctuation, and Usage.

3. Further Documentation of Student Progress

a) Two Case Studies

Two case studies are presented to give further documentation of the progress made at Kumtuks by students generally. Case Study D involved a student who has attended Kumtuks for two years and Case Study E described a student who has been with Kumtuks only four months.

Case Study D

D was referred to the Kumtuks program in September, 1977 at age 13. The previous year he had been in Grade 6 in a Vancouver elementary school. Background information on D given to the Kumtuks staff at referral included the results of psychological testing in 1973 and 1977. The 1973 test results indicated that D's learning difficulties were mostly in verbal scores and it was suggested that they were "due to an impoverished background and Indian culture", although D had been in the same Vancouver elementary school from Kindergarten to Grade 6. Testing in March, 1977 indicated that D was at the lower end of an average rating with "performance" scores above average and "verbal" scores below average (WISC). The referral data indicated that D had difficulty with simple arithmetic, sentence structure and copying. The WRAT pinpointed his reading level at 6.8, spelling at 4.0 and math at 3.4. It was felt that D would benefit from a small group setting.

D's progress while at Kumtuks was generally good. His achievements on the various subtests of the Canadian Tests of Basic Skills over the two-year period are provided to illustrate his progress at Kumtuks.

	Sept. 1977 (Level 13)	Sept. 1978 (Level 14)	June 1979 (Level 14)
Vocabulary	4.9	7.1	7.9
Reading	5.7	6.7	6.4
Spelling	4.7	6.9	6.9
Capitalization	5.9	6.3	6.0
Punctuation	5.6	6.6	6.9
Usage	5.2	5.5	5.5
Map Reading	6.4	7.4	8.8
Reading Graphs and Tables	6.9	4.4	8.4
Reference Materials	2.9	5.1	7.4
Math Concepts	5.3	5.0	7.8
Math Problems	4.5	3.6	7.8
Grade level	6.7	8.0	8.9

The initial results of the CTBS testing placed D's reading level at about 5.0 and his math level at about 4.9. Although the September, 1977 and September, 1978 results are not directly comparable, it would appear after D's first year at Kumtuks that his language skills had improved. Large gains in D's mathematics scores were apparent after his second year at Kumtuks. Kumtuks staff observed that, while he was still fairly quiet, D had grown in assertiveness as well as basic skills, although he would not be considered to be an outstanding achiever.

Integration for D has been a fairly successful experience. In the last year D has moved to the second level of integration where he was taking social studies and industrial education. D's attendance was for the most part good; he enjoyed attending the regular secondary school although he had some difficulty with the reading level of his social studies 8 text. D starts half-time at Templeton in September, 1979.

Case Study E

E was referred to the Kumtuks program four months ago at age 14. The last school that E attended with any regularity was his elementary school. His teacher observed that he was well-adjusted and performing well. His Youth Worker described E as "bright, creative and showing excellent recall and concentration". In the past year E had been registered in two regular secondary school programs and two alternative programs. He attended the first secondary school for several days only and the second for about two weeks. He was then formally asked to leave. He attended one of the alternative schools for two weeks primarily because of the Youth Worker's activities; his school work during those two weeks was good.

Although in the past E had not identified himself with his native heritage, he expressed a desire to pursue a native studies program and he expressed repeated interest to the Worker about coming to Kumtuks. E was observed to be withdrawn in his peer relations and to have a negative work attitude. E stated that he wanted to attend Kumtuks "to make friends", "stay out of trouble", "learn about Indian culture" and "have a good time", Unlike most students who come to Kumtuks, E's academic work was at or above grade level. Since coming to Kumtuks, E's attendance has been approximately 97%. His attitude and relationship with staff and peers have been very positive. He was generally well adjusted to the program and has been able to use his artistic abilities.

b) Number of Kumtuks Students Entering Each Transition Step as of September, 1979.

Twenty-four students are at various points in their transition back to the regular school programs. Table III summarizes the transition steps of these 24 students.

AWARDS NIGHT 1979

Milton Michel receiving an award from Angie Todd-Dennis and Harry Janzen

Wayne Gates and Dwayne Dick receiving the Marjorie Cantryn Citizenship Award from Marjorie Cantryn, Citizenship Judge

(Hans Hinrich Heinsohn photo)

TABLE III

NUMBER OF KUMTUKS STUDENTS ENTERING EACH TRANSITION STEP AS OF SEPTEMBER 1979

	Students Who Entered During Each School Year			
	1976-77 (n=19)	1977-78 (n=11)	1978-79 (n=14)	Total
Step I (one class at regular secondary school.)			4	4
Step II (two classes at regular secondary school.)	1		4	5
Step III (half time at regular secondary school.)		3	3	6
Step IV (full time at regular secondary school.)	6	2	1	9
Other[6]	12	6	2[7]	20
Total	19	11	14	44

[6]This category includes Kumtuks students who either did not complete the Kumtuks program or who are not attending a regular secondary school.

[7]These two students entered Kumtuks in April 1979 and were not ready to start integration in September 1979.

OPINION DATA

In order to replicate the evaluation of the first year of operation of the Kumtuks program, the comments of six groups were solicited. The opinions expressed by these six groups are detailed in Appendices C to H as follows:

Appendix C - Kumtuks Students
Appendix D - Kumtuks Staff
Appendix E - Parents or Guardians of Kumtuks Students
Appendix F - Teachers and Counsellors of Integrating/Integrated Kumtuks Students
Appendix G - Native Home-School Workers
Appendix H - Other Involved Professionals from the VSB and MHR.

The opinions of these people have been organized into nine categories and are summarized in the following section of the report.

1. Involvement with the Kumtuks Program

The involvement with the Kumtuks program of each of these six groups of respondents is described below:

. The comments of 22 past and present Kumtuks students were collected; seven were full-time Kumtuks students, twelve were integrating Kumtuks students and three were fully-integrated students.

. The three Kumtuks staff members were interviewed; two had been with Kumtuks from its inception.

. Sixteen parents were interviewed; four were the parents of full-time Kumtuks students, nine were the parents of integrating Kumtuks students and three were the parents of fully-integrated students. Ten of the 16 parents said that they had adequate contact with Kumtuks and six felt they would like more; eleven parents felt the Kumtuks staff were more approachable and five reported they were the same as the staff of the child's previous school.

. The opinions of 21 teachers and counsellors of integrating or integrated students were surveyed; most had taught at least one Kumtuks student.

. The four Native Home-School Workers have been closely involved with Kumtuks from the inception; their involvement included both student referral and membership on the Advisory Committee.

. Five of the Other Involved Professionals reported having little or no recent contact, three were directly involved on the Advisory Committee and three were involved in referring students.

2. Effect of the Program on Students

Most of the students (19 of 22) were "happy" about attending Kumtuks. Nineteen felt that going to Kumtuks had improved their behaviour. On average, thirteen students reported that their attitudes, self-concept, achievement and work habits had improved and most of the other nine students reported that these areas remained the same. About half of the students felt that their behaviour at home had improved and half felt it had stayed the same.

Kumtuks staff observed that students were more self-confident, more verbal, and more open. Students' attendance improved and "big changes" in academic skills were observed. The majority of the parents reported that their children had improved attitudes, work habits, achievement, self-concept and behaviour at home; about half reported improved attendance. Both the Native Home-School Worker and the other Involved Professionals commented on changes in attitude and behaviour.

3. Effectiveness of the Program in Meeting its Objectives

The majority of the Kumtuks students and parents felt that the program was doing a good job with respect to

- encouraging the child to continue his schooling,
- improving the child's mathematics skills, and
- increasing the child's awareness of the Native Indian community in Vancouver.

The majority of the students, but only one-quarter of the parents, reported that the program was effective in

- improving the child's reading skills and
- increasing the child's knowledge of his Native Indian heritage.

The majority of the parents, but only one-quarter of the students, felt that the program was good at - increasing the child's knowledge of city life. The Kumtuks staff believed that the program was successful at meeting all objectives.

4. Strengths of the Program

All four of the groups who were asked about the strengths of the program cited "the staff" as one of the strengths. The philosophy of the program, the Native Indian studies component of the curriculum, and the close contact with parents were each reported by three groups as strengths of the program. The individual attention and support given students was a strength mentioned by two groups. The following are other strengths of the program suggested by the respondents:

Kumtuks staff
- the small group of students allows free expression of ideas and facilitates friendships
- the support and relationship of the Advisory Committee
- the Indian resource people
- the adaptive skills strategies
- the luncheon program
- the facilities and materials.

Kumtuks parents
- the results (what has been done for the child)
- the child feels comfortable at Kumtuks

Native Home-School Workers
- the screening process

Other Involved Professionals
- the integration process
- the strict discipline
- the good atmosphere

5. Weaknesses of the Program and Suggestions for Improvement

Due to the overlap between weaknesses and suggestions for improvement, these two have been combined. Only half the Kumtuks students made any suggestions for changing the program; nine felt that they "wouldn't change it" at all. Kumtuks staff suggested that a greater emphasis be placed on the student's willingness to attend Kumtuks to minimize the possibility of coercion. The stability of the student's home was suggested by the Kumtuks staff as a possible criterion for selection to minimize the possibility of the student's moving before completing the program. Kumtuks staff felt more time should be allocated to vocational guidance for students and parent education. Several parents believed that there should be fewer field trips.

The need for another Child Care Worker to monitor the progress of fully-integrated students and to structure some of the Kumtuks students' out-of-school activities, was suggested by Kumtuks staff, the Native Home-School Workers and the Other Involved Professionals. The parents, the Workers and the Other Involved Professionals also expressed the need to expand the program to accommodate the increasing number of Native Indian children moving to Vancouver.

6. Effect of the Integration Process on the Students

Most of the Kumtuks students (11 of 15) were "happy" with the integration process. Six had some problems at first but all received help from the Kumtuks teacher or friends. Six of the fifteen Kumtuks students reported that they had improved and most of the others felt that they had remained the same in attendance, attitudes, work habits, achievement, self-concept and behaviour at home; three reported that their attendance had dropped.

Over half the Kumtuks parents of integrating students (7 of 12) reported that their child's behaviour at home had improved and that their child's attendance had remained the same. About half felt that their child's attitude, self- concept and achievement had improved and half felt that their child had remained the same in these areas. Two parents reported that their child's work habits were not as good.

7. Strengths of the Integration Process

The Kumtuks staff observed the following three strengths of the integration program:
- the work of the V.P. and counsellor at Templetion in setting up individual timetables and in matching students with compatible teachers,
- the support provided by Templeton teachers, counsellors and administrators, and
- the flexibility and ease of the transition process.

The Other Involved Professionals indicated that the follow-up of the integrating and integrated students is one of the strengths of the integration process.

8. Weaknesses of the Integration Process and Suggestions for Improvement

Kumtuks staff commented on the lack of time, at present, to follow-up integrated students and reitereated the need for a second Child Care Worker. More parental involvement in course selection was suggested as an improvement of the integration process. Most of the Kumtuks students did not make any suggestions for change. The teachers and counsellors at the secondary schools expressed the need for more communication and feedback between themselves and the Kumtuks staff; regular meetings were suggested.

9. Other Comments

About half of the teacher and counsellor respondents from the secondary schools were positive about the program but some (8) knew very little or nothing about the program. One-third had not noticed any particular academic or behavioural problem with the Kumtuks students; several mentioned problems with attendance, peer relations and basic skills. Kumtuks students were rated (by teachers) as being slightly below average in all areas, but work habits and attendance which were thought to be above average. Over half of the teacher and counsellor respondents wanted more information about the Kumtuks program.

Three parents and about half of the other Involved Professionals made some other positive comments about the program. The following are examples of the comments made:

."As this area of Vancouver has an increasing Native Indian population, and as Native children do experience difficulties in the regular school system, I feel Kumtuks is a definite asset to our community and should be supported in all ways."

."In sum I think Kumtuks, of all the programs I have seen or heard about in Native Indian Education, is the most promising and because of this should be followed and fostered with care. I don't think that many would argue that despite the best efforts of many, the education of Native people in this country has been anything but a resounding success. Kumtuks is one of the few bright lights in this picture."

SUMMARY AND CONCLUSIONS

Between September, 1978 and June, 1979, 22 students were enrolled at Kumtuks. Eight of these students had been in the program the previous school year and fourteen were new entrants to Kumtuks. Fifteen students were involved in the various stages of transition during 1978-79; two students left Kumtuks at the end of the first semester to integrate fully into the Secondary School program. Five students who entered during 1978-79 were identified to enter the integration program in September, 1979.

Throughout the 1978-79 school year, Kumtuks attendance was good with a rate of 90% or better in four of the ten months. Results of the achievement tests seem to indicate a general improvement in mathematical skills and some improvement in language skills.

Comments of the students, staff, parents, Secondary School staff, Native Home-School Workers and other Involved Professionals were generally positive. Most of these people had observed positive changes in the Kumtuks students' attitudes, behaviour and self-concepts. Parents, students and staff reported that the Kumtuks program was generally effective in meeting its objectives. The staff, the philosophy of the program, the Native Indian Studies component of the curriculum and the close contacts with parents were identified as strengths of the program. Kumtuks staff suggested several changes for the referral process and wished to allocate more time to vocational guidance for students and parent education. The need for a second Child Care Worker and the need to expand the program to accommodate increasing numbers of Native Indian children were identified. More parental involvement in course selection and more follow-up of fully-integrated students as well as more communication with the Secondary School were suggested improvements to the integration process. General positive comments were made by parents and other involved professionals.

APPENDIX A

MEMBERSHIP OF THE KUMTUKS ADVISORY COMMITTEE[8]

Bill Wright (Vice-Principal, Templeton) Chairman

Rita Barnes	Vancouver School Board
Marge Cantryn	Native Citizenship Judge
Harry Janzen	Vancouver School Board
Georgina Kelly	Vancouver School Board
Stewart Martin	Vancouver School Board
Jim Melton	Vancouver School Board
Theresa Miller	United Native Nations
Brenda Taylor	Vancouver School Board
Angie Todd-Dennis	Ministry of Human Resources
Evens Stewart	Vancouver School Board

[8]During the last four months of the 1978-79 school year, a representative of the Counsellors at Britannia Secondary School has joined the Advisory Committee.

APPENDIX B

STUDENT ACHIEVEMENT DATA, 1978-79

TABLE BI

PRE-TEST AND POST-TEST GRADE EQUIVALENT SCORES ON THE KEYMATH TEST[9]

Students	Pre-Test Scores	Post-Test Scores	Change Scores
1	4.6	4.8	0.2
2	5.7	6.3	0.6
3	6.6	8.1	1.5
4	8.4	8.4+[10]	0.0+
5	6.4	7.4	1.0
6	5.0	5.2	0.2
7	3.8	4.9	1.1
8	5.8	7.2	1.4
9	4.7	5.3	0.6
10	5.2	6.3	1.1
11	8.0	8.4+	0.4+
12	6.8	8.4+	1.6+
13	5.1	6.0	0.9

The median change score[11] on the KeyMath Test was 1.0 grade equivalents.

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[9] The period between pre-testing and post-testing was nine months for the first nine students, eight months for students 10 and 11 and seven months for students 12 and 13.

[10] A plus sign to the right of a student's score indicates that the student's achievement was above the range of the test.

[11] Median change scores have been calculated using the post-test scores of those students (a) who were post-tested nine months after pre-testing and (b) whose scores did not go beyond the range of the test.

TABLE BII

PRE-TEST AND POST-TEST GRADE EQUIVALENT SCORES
ON THE VOCABULARY SUBTEST OF THE CANADIAN TESTS OF BASIC SKILLS[12]

Students	Pre-Test Scores	Post-Test Scores	Change Scores
1	7.6	7.9	0.3
2	7.8	8.7	0.9
3	7.1	7.1	0.0
4	7.3	7.6	0.3
5	6.9	3.3	-3.6
6	7.1	7.9	0.8
7	6.4	6.4	0.0
8	4.4	5.5	1.1
9	5.9	6.3	0.4
10	8.6	7.3	-1.3
11	8.6	8.7	0.1
12	6.0	6.3	0.3
13	5.7	3.5	-2.2

The median change score on the Vocabulary Subtest was 0.3 grade equivalents.

[12]The period between pre-testing and post-testing was nine months for the first nine students and four months for the remaining students on all the subtests of the CANADIAN TESTS OF BASIC SKILLS. (Tables BII - BXII)

TABLE BIII

PRE-TEST AND POST-TEST GRADE EQUIVALENT SCORES
ON THE READING SUBTEST OF THE CANADIAN TESTS OF BASIC SKILLS

Students	Pre-Test Scores	Post-Test Scores	Change Scores
1	7.8	8.1	0.3
2	7.6	7.1	-0.5
3	6.2	7.6	1.4
4	8.3	8.5	0.2
5	4.0	5.9	1.9
6	6.7	6.4	-0.3
7	6.4	6.7	0.3
8	6.0	7.5	1.5
9	7.0	7.7	0.7
10	6.0	7.5	1.5
11	7.5	8.1	0.6
12	5.6	6.0	0.4
13	3.9	4.1	0.2

The median change score on the Reading Subtest was 0.3 grade equivalents.

TABLE BIV

PRE-TEST AND POST-TEST GRADE EQUIVALENT SCORES
ON THE SPELLING SUBTEST OF THE CANADIAN TESTS OF BASIC SKILLS

Students	Pre-Test Scores	Post-Test Scores	Change Scores
1	6.4	8.1	1.7
2	7.5	6.7	-0.8
3	7.3	6.6	-0.7
4	9.2	8.3	-0.9
5	4.8	3.5	-1.3
6	6.9	6.9	0.0
7	6.3	7.3	1.0
8	7.5	11.6	4.1
9	7.2	8.8	1.6
10	4.8	6.9	2.1
11	8.1	8.4	0.3
12	4.8	5.2	0.4
13	5.2	3.8	-1.4

The median change score on the Spelling Subtest was 0.0 grade equivalents.

TABLE BV

PRE-TEST AND POST-TEST GRADE EQUIVALENT SCORES
ON THE CAPITALIZATION SUBTEST OF THE CANADIAN TESTS OF BASIC SKILLS

Students	Pre-Test Scores	Post-Test Scores	Change Scores
1	6.5	7.0	0.5
2	5.3	6.3	1.0
3	6.0	6.5	0.5
4	8.2	8.2	0.0
5	4.3	4.9	0.6
6	6.3	6.0	-0.3
7	6.3	6.1	-0.2
8	4.0	4.3	0.3
9	6.9	6.0	-0.9
10	4.9	6.5	1.6
11	7.0	7.0	0.0
12	3.8	4.4	0.6
13	3.8	5.3	1.5

The median change score on the Capitalization Subtest was 0.3 grade equivalents.

TABLE BVI

PRE-TEST AND POST-TEST GRADE EQUIVALENT SCORES

ON THE PUNCTUATION SUBTEST OF THE CANADIAN TESTS OF BASIC SKILLS

Students	Pre-Test Scores	Post-Test Scores	Change Scores
1	5.7	5.3	-0.4
2	7.2	6.6	-0.6
3	6.6	6.0	-0.6
4	7.2	8.5	1.3
5	6.3	6.3	0.0
6	6.6	6.9	0.3
7	5.6	5.6	0.0
8	6.6	5.3	-1.3
9	6.7	8.2	1.5
10	5.7	4.6	-0.9
11	8.1	8.8	0.7
12	4.3	7.1	2.8
13	4.5	4.5	0.0

The median change score on the Punctuation Subtest was 0.0 grade equivalents.

TABLE BVII

PRE-TEST AND POST-TEST GRADE EQUIVALENT SCORES

ON THE USAGE SUBTEST OF THE CANADIAN TESTS OF BASIC SKILLS

Students	Pre-Test Scores	Post-Test Scores	Change Scores
1	6.1	6.6	0.5
2	5.0	5.0	0.0
3	5.5	3.8	-1.7
4	7.1	7.1	0.0
5	3.8	3.8	0.0
6	5.5	5.5	0.0
7	6.5	6.5	0.0
8	4.1	5.5	1.4
9	5.3	6.6	1.3
10	7.9	6.6	-1.3
11	7.5	7.9	0.4
12	5.0	6.1	1.1
13	6.6	3.8	-2.8

The median change score on the Usage Subtest was 0.0 grade equivalents.

TABLE BVIII

PRE-TEST AND POST-TEST GRADE EQUIVALENT SCORES
ON THE MAP READING SUBTEST OF THE CANADIAN TESTS OF BASIC SKILLS

Students	Pre-Test Scores	Post-Test Scores	Change Scores
1	5.3	7.4	2.1
2	9.0	8.7	-0.3
3	7.0	7.4	0.4
4	9.0	8.8	-0.2
5	3.9	7.4	3.5
6	7.4	8.8	1.4
7	3.7	5.6	1.9
8	4.3	4.3	0.0
9	6.5	6.0	-0.5
10	9.0	9.5	0.5
11	5.4	4.3	-1.1
12	5.8	4.3	-1.5

The median change score on the Map Reading Subtest was 0.4 grade equivalents.

TABLE BIX

PRE-TEST AND POST-TEST GRADE EQUIVALENT SCORES

ON THE READING GRAPHS AND TABLES SUBTEST OF THE CANADIAN TESTS OF BASIC SKILLS

Students	Pre-Test Scores	Post-Test Scores	Change Scores
1	7.0	7.5	0.5
2	9.0	7.7	-1.3
3	4.4	8.1	3.7
4	6.7	8.1	1.4
5	5.6	6.7	1.1
6	4.4	8.4	4.0
7	3.7	6.9	3.2
8	4.4	6.6	2.2
9	6.1	7.2	1.1
10	8.4	8.4	0.0
11	5.4	4.5	-0.9
12	3.3	2.1	-0.2

The median change score on the Reading Graphs and Tables Subtest was 1.1 grade equivalents.

TABLE BX

PRE-TEST AND POST-TEST GRADE EQUIVALENT SCORES

ON THE REFERENCE MATERIALS SUBTEST OF THE CANADIAN TESTS OF BASIC SKILLS

Students	Pre-Test Scores	Post-Test Scores	Change Scores
1	5.1	7.8	2.7
2	6.0	8.1	2.1
3	7.1	7.8	0.7
4	6.9	8.1	1.2
5	4.2	5.3	1.1
6	5.1	7.4	2.3
7	6.3	7.0	0.7
8	4.6	6.0	1.4
9	3.0	6.3	3.3
10	8.2	9.5	1.3
11	3.0	4.4	1.4

The median change score on the Reference Materials Subtest was 1.4 grade equivalents.

TABLE BXI

PRE-TEST AND POST-TEST GRADE EQUIVALENT SCORES ON THE MATHEMATICS CONCEPTS SUBTEST OF THE CANADIAN TESTS OF BASIC SKILLS

Students	Pre-Test Scores	Post-Test Scores	Change Scores
1	5.8	6.1	0.3
2	7.8	9.3	1.5
3	6.9	6.1	-0.8
4	8.8	10.5	1.7
5	5.5	6.1	0.6
6	5.0	7.8	2.8
7	6.7	6.3	-0.4
8	5.2	5.0	-0.2
9	5.1	6.2	1.1
10	8.8	9.6	0.8
11	3.9	6.1	2.2

The median change score on the Mathematics Concepts Subtest was 0.6 grade equivalents.

TABLE BXII

PRE-TEST AND POST-TEST GRADE EQUIVALENT SCORES ON THE MATHEMATICS PROBLEM SOLVING SUBTEST OF THE CANADIAN TESTS OF BASIC SKILLS

Students	Pre-Test Scores	Post-Test Scores	Change Scores
1	7.0	8.5	1.5
2	7.4	9.8	2.4
3	9.1	6.6	-2.5
4	8.5	7.4	-1.1
5	7.0	7.8	0.8
6	3.6	7.8	4.2
7	6.7	7.0	0.3
8	4.2	7.5	3.3
9	6.1	6.1	0.0

The median change score on the Mathematics Problem Solving Subtest was 0.8 grade equivalents.

APPENDIX C

OPINIONS OF THE KUMTUKS STUDENTS

Questionnaires were administered to seven full-time Kumtuks students (KF) and twelve integrating Kumtuks students (KI) in May, 1979. Eight fully-integrated (FI) students were surveyed by mail with a similar questionnaire; three completed and returned their questionnaires. The responses of the three groups of past and present Kumtuks students and the total student sample (T) are summarized for each question.

Question 1: How long were you at Kumtuks?

Responses	Number of Students[13] KF (n=7)	KI (n=12)	FI (n=3)	T (n=22)
Less than three months	4	0	0	4
Three to six months	2	0	0	2
Six to nine months	1	6	1	8
More than one school year	0	6	1	7
No response/don't know	0	0	1	1

Previous School Experience

Question 2: What did you like about the school(s) you attended before Kumtuks?

Comments	Number of Students KF (n=7)	KI (n=12)	FI (n=3)	T (n=22)
The students	3	4	0	7
The teachers	0	4	1	5
Nothing	2	2	1	5
My friends	0	2	1	3
The work	1	1	1	3
P.E./sports	1	2	0	3
Other	2	3	1	6

[13] Since a number of students have made more than one comment on this and other open-ended questions, the total number of comments made may be greater than the number of students.

Question 3: What did you not like about the school(s) you attended before Kumtuks?

Comments	Number of Students KF (n=7)	KI (n=12)	FI (n=3)	T (n=22)
The teacher(s)	2	6	0	8
A (particular) subject	1	5	0	6
The work	1	1	1	3
Everything	1	1	0	2
Teachers give you a "hassle"	0	2	0	2
Other	2	3	2	7

Kumtuks School Experience

Question 4: How is Kumtuks different from your previous school(s)?

Comments	Number of Students KF (n=7)	KI (n=12)	FI (n=3)	T (n=22)
The 15 minute breaks	3	4	0	7
The luncheon program	2	4	1	7
The teacher(s)/worker	4	2	0	6
Field trips	1	4	0	5
The work	2	3	0	5
Fewer students	1	1	0	2
Fewer "hassles" with teacher(s)	0	2	0	2
Smaller space	0	2	0	2
Get to know teachers better	0	2	0	2
Class meetings	0	1	1	2
Just one class	1	0	1	2
Other	4	9	2	15

Question 5: a) How do(did) you feel about coming to Kumtuks?

Responses	Number of Students KF (n=7)	KI (n=12)	FI (n=3)	T (n=22)
Happy	7	10	2	19
Unhappy	0	0	0	0
No response/don't know	0	2	1	3

Question 5: b) How do (did) your friends feel about your coming to Kumtuks?

Responses	Number of Students KF (n=7)	KI (n=12)	FI (n=3)	T (n=22)
Happy	1	6	1	8
Unhappy	1	0	0	1
I don't know	5	6	1	12
No response	0	0	1	1

c) How do (did) your parents feel about your coming to Kumtuks?

Responses	Number of Students KF (n=7)	KI (n=12)	FI (n=3)	T (n=22)
Happy	6	7	2	15
Unhappy	0	1	0	1
I don't know	1	4	1	6

Question 6: Do you feel the trial period the school sets down before you are finally enrolled in Kumtuks is necessary? Why?

Responses	Number of Students KF (n=7)	KI (n=12)	FI (n=3)	T (n=22)
YES	5	9	3	17
OK	0	1	0	1
YES & NO	0	1	0	1
No Response	2	1	0	3
Reasons:				
To know whether you like it/you want to stay	4	1	1	6
School learns whether you are willing to do your work	1	1	1	3
School learns whether you really want to be there	1	1	0	2
Other reasons	0	6	2	8

Question 7: Please indicate whether you "like(d)" or "dislike(d)" the following programs at Kumtuks?

	Responses of Total Sample (T) (n=22) Like(d)	Dislike(d)	Don't (didn't) Take
Mathematics	19	2	1
English	16	2	4
Native Indian Studies	13	9	0
Science	12	6	4
Crafts	22	0	0
Community Service	17	0	5
Recreation and P.E.	20	2	0
Luncheon programs	22	0	0
Summer Program	19	1	2
Class Meetings	22	0	0

Question 8: a) Do you like the token system?

Responses	Number of Students KF (n=7)	KI (n=12)	FI (n=3)	T (n=22)
Yes, a lot	5	5	2	12
Yes, a little	1	5	0	6
No	1	2	0	3
No response	0	0	1	1

b) Has the token system helped you in your behaviour?

Responses	Number of Students KF (n=7)	KI (n=12)	FI (n=3)	T (n=22)
Yes, a lot	4	5	1	10
Yes, a little	2	4	1	7
No	1	3	1	5

Question 9: What effect has going to Kumtuks had on your:

	Responses Total Sample (T) (n=22) Same	Better	Worse	No Response Don't Know
attendance?	2	19	1	0
feelings about school?	7	13	2	0
school work habits?	8	14	0	0
marks?	5	14	1	2
feelings about yourself?	8	13	0	1
behaviour at home?	9	10	0	3

Question 10: How far do you hope to go in school?

Comments	Number of Students KF (n=7)	KI (n=12)	FI (n=3)	T (n=22)
Grade 12	2	4	3	9
All the way	0	5	0	5
Till I graduate/finish	1	2	0	3
Other	4	1	0	5

Question 11: What job do you hope to get when you finish school?

Comments	Number of Students KF (n=7)	KI (n=12)	FI (n=3)	T (n=22)
Don't know	2	2	1	5
Lifeguard	1	2	0	3
Logger/boomman	1	2	0	3
Trucker	0	2	1	3
Cruise director	1	1	0	2
Stewardess	0	2	0	2
Other	2	4	1	7

Question 12: How would you change Kumtuks to make it better?

Comments	Number of Students KF (n=7)	KI (n=12)	FI (n=3)	T (n=22)
Wouldn't change it	2	4	3	9
No response	2	3	0	5
No P.E.	1	1	0	2
More space	1	1	0	2
Other	1	7	0	8

Integration Experience[14]

Question 13: How many classes are you taking at Templeton?

Responses	Number of Students KI (n=12)	FI (n=3)	TI (n=15)
One	7	0	7
Two	4	0	4
Three	1	0	1
Five	0	2	2
Eight	0	1	1

[14] Questions 13-20 were completed by Kumtuks students who are integrating (KI) and fully-integrated students (FI) only; thus the sample size (TI) will be smaller. Students who were integrating (ed) at schools other than Templeton were asked to respond for their secondary school instead.

Question 14: How did you feel about going to Templeton when you first started?

Comments	Number of Students KI (n=12)	FI (n=3)	TI (n=15)
O.K.	3	1	4
A long way to walk	3	0	3
Liked it/enjoyed it	1	1	2
No response	2	0	2
Other	3	1	4

Question 15: Did you like being able to go to Kumtuks part-time and Templeton part-time?

Responses	Number of Students KI (n=12)	FI (n=3)	TI (n=15)
Yes	9	2	11
No	3	0	3
No response	0	1	1
Reasons - Yes			
Don't know/no response	4	2	6
Helps me to get into regular school	2	0	2
Other	2	1	3
Reasons - No			
Walking up to Templeton	3	0	3

Question 16: Do you feel that Kumtuks has done a good job in the following areas?

	Responses of Total Integrating Sample (TI)(n=15) Very Good	Good	Fair	Poor	Very Poor	No Response
a) preparing you to enter secondary school?	4	8	3	0	0	0
b) encouraging you to continue your schooling?	4	7	4	0	0	0
c) improving your skills in reading?	3	7	3	1	0	1
d) improving your skills in math?	5	6	1	1	1	1
e) increasing your knowledge of city life?	3	1	9	0	0	2
f) increasing your knowledge of Native Indian community in Vancouver ?	4	6	3	0	0	2
g) increasing your knowledge of your Native Indian heritage?	3	7	3	0	1	1

Question 17: Did you have any problems with school when you started to attend Templeton? If YES a) what problems did you have? b) did you get help from anyone? If so, who?

Responses	Number of Students KI (n=12)	FI (n=3)	TI (n=15)
YES	6	0	6
NO	6	3	9
Problems			
with orientation to school	2	0	2
with making friends	2	0	2
with work	2	0	2
other problems	2	0	2
Assistance from:			
Kumtuks teacher(s)	3	0	3
Friend/other student	2	0	2
Other	2	0	2

Question 18: Compared with when you were going to Kumtuks full time, what effect has going to Templeton had on your:

	Responses of Total Integrating Students (TI)(n=15) Same	Better	Worse	No Response
attendance?	6	5	3	1
feelings about school?	6	6	2	1
school work habits?	8	5	1	1
marks?	5	7	2	1
feelings about yourself?	8	4	1	2
behaviour at home?	7	6	1	1

Question 19: Now that you have been there for awhile, how do you feel about going to Templeton?

Comments	Number of Students KI (n=12)	FI (n=3)	TI (n=15)
I like it/ good/ O.K.	6	1	7
I don't like it	2	1	3
No response	2	0	2
Other	2	1	3

Question 20: What could be done to make the change from Kumtuks to Templeton easier for Kumtuks students?

Comments	Number of Students KI (n=12)	FI (n=3)	TI (n=15)
No response/don't know	6	1	7
Nothing	2	0	2
Provide a ride to Templeton	2	0	2
Explain more about the classes/ the work at Templeton	1	1	2
Other	2	1	3

APPENDIX D

OPINIONS OF THE KUMTUKS STAFF

The opinions of the Kumtuks staff were collected by means of a group interview in June, 1979. The following is a summary of the opinions expressed by the Kumtuks staff.

Referral and Screening Process

The Kumtuks staff reported that the referral procedures and criteria generally work well. They suggested that a greater emphasis be placed on the child's willingness to attend and the possibility of coercion be minimized. The stability of the student's home should also be considered to minimize the possibility of the student moving away before the program is completed. More time should be spent at the screening level.

Kumtuks Program

The Kumtuks staff felt that the "trial period" and "token system" are good aspects of the program. After the students enter the Kumtuks program, they generally become more self confident, more verbal and more open. Attendance improves and "big changes" academically are observed by the Kumtuks staff.

The staff of Kumtuks believed that the program is successful at meeting the following objectives:

a) increasing competency in the basic skills,
b) improving an understanding of the urban culture,
c) developing adaptive skills,
d) developing a positive self-concept,
e) developing cultural identity,
f) increasing motivation for learning as preparation for integration and
g) encouraging goal-oriented behaviour.

According to the staff, the Kumtuks program imparts an understanding of urban culture through the Native Indian Studies (NIS) course which places students in touch with adaptation skills sessions where students are encouraged to think about careers, planning and consequence of action. Students are taught to adapt to school, authority and objectives and strategies; assertiveness training, role-playing, value clarification and job seeking are all part of the program to develop adaptive skills. Positive self-concepts are developed in the positive atmosphere of the Kumtuks program where the staff hold high expectations for the students and the students do not feel threatened. The NIS course also makes some impact on the students' self-image. The token system, free time and job opportunities are used to motivate students. Goal-oriented behaviour is encouraged through decision-making, goal-setting and committee work.

As part of the evaluation of Kumtuks during its initial year of operation, the staff were asked to identify the strengths and weaknesses of the program.[15] Kumtuks staff identified the strengths of the program as positive staff relationships and the ability to work together, the

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[15] Allan, M.C., Report On The First Year Of The Kumtuks Alternative Program - Templeton Secondary School, Research Report 77-08, Vancouver School Board, November, 1977.

Native studies curriculum and Native arts and crafts program, the small group giving students the opportunity to express their ideas freely and make friends easily, the support of and relationship with the advisory committee, the financial support, the many Indian resource people, and the support and interest of parents. Weaknesses of the program included difficulties in developing a routine during the first several months and transportation of students (i.e. driving distance) to and from Templeton for a block each day.

In 1978-79 the Kumtuks staff added the "adaptation skills sessions", the "luncheon program" and the "facilities and materials" to the list of strengths. The staff commented that their routines were far better and that the transportation problems had been solved. The lack of time to monitor the progress of fully-integrated students and the need to structure more of the students' out-of-school activities were identified in 1978-79 as weaknesses of the program.

Most of the improvements suggested during the initial evaluation were made in the last two years. Units on physiology, anatomy and ecology have been incorporated into the curriculum. Adaptive skill strategies have been developed and some formal and informal kinds of measurements are made. All integrating students at a certain transition level take their courses in the same block and arrangments have been made to get a van for field trips. It will be possible in the future for students to integrate into Britannia.

Changes are planned for the future in these areas. A second Child Care Worker may be added to the staff to monitor fully-integrated students and to structure more of the students' out-of-school activities. More time will be alloted to parent education (working with parents) and vocational guidance for students. Kumtuks staff also raised the possibility of an all-Indian high school.

Integration Process

The Kumtuks staff were generally "happy" with the integration process. Their liaison with Britannia was developing well with a counsellor from Britannia on the Advisory Committee. One of the strengths of the integration process was seen to be the work of the V.P. and Counsellors at Templeton setting up individual timetables and matching students with compatible teachers. The flexibility and ease of transition, together with the support provided by Templeton teachers, counsellors and administration, were also reported to be strengths of the integration process. The lack of time to follow-up on integrated students was reported to be a weakness and more parent involvement in course choices was suggested as an improvement.

Other Comments

The Kumtuks staff wanted to express their thanks to the following groups for the support they have provided:

the Native Home-School Workers
the Advisory Committee
Templeton Secondary School Staff
First Citizen's Fund
Britannia Community Centre.

APPENDIX E

OPINIONS OF THE PARENTS OR GUARDIANS OF KUMTUKS STUDENTS

The four Native Home-School Workers attempted to contact the parents or guardians[16] of the 24 full-time Kumtuks, integrating Kumtuks and fully-integrated students for an interview. The opinions of the parents of sixteen students were surveyed by the Native Home-School Workers in an interview. Four of the parents reported that their children were full-time Kumtuks students; nine were the parents of integrating students; and three were the parents of fully-integrated students. The opinions expressed by all of the parent respondents are summarized for each question. Comments made by two or more respondents are presented in coded form.

Evaluation of the Kumtuks Program

Question 1:[17] *We would like to know about any changes you may have noticed in your child since he started Kumtuks. Have you noticed any changes in his:*

	Number of Parents (n=16)		
	Same	Better	Not as Good
a) attendance?	5	9	2
b) attitude toward school?	5	11	0
c) school work habits?	2	14	0
d) achievement?	1	14	1
e) feelings about self?	3	13	0
f) behaviour at home?	5	11	0

The parents of two students commented on their child's academic improvement and the parents of one student reported that their child was "happy" at Kumtuks.

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[16] For ease of reporting, the parents and guardians who were interviewed have been grouped and will be referred to as parents.

[17] The questions which comprised the interview schedule for the parent evaluation are phrased in a conversational tone to facilitate the interview process.

Question 2: *We are interested in the amount and kind of contact you have had with the Kumtuks staff*

a) How much contact have you had with the staff at Kumtuks?

Some contact [7] A lot of contact [6] Little contact [3]

b) Have you mainly been in contact by telephone or by person?

Telephone [12] In person [8]

c) Have you had the same number, more or fewer contacts with the Kumtuks staff, compared with the staff at your child's previous school?

Same number [4] More contacts [8] Fewer contacts [4]

d) How approachable do you feel the Kumtuks staff are compared with the staff at your child's previous school?

Same [4] More approachable [11] Less approachable [1]

e) Have you had as much contact with the Kumtuks staff as you would like?

Had about the right amount [10] Would like more [6] Had too much [0]

f) Is there anything else you would like to say?

. Kumtuks staff are very concerned/conscientious (2)

Question 3: *Now we would like to find out what kind of a job you feel Kumtuks is doing. Do you feel that Kumtuks has done a good job in the following areas:*

	Number of Parents (n=16)					
	Very good	Good	Fair	Poor	Very poor	No response/ don't know
a) encouraging your child to continue his schooling?	9	4	1	0	0	2
b) improving your child's reading skills?	2	6	4	0	0	4
c) improving your child's math skills?	5	8	2	0	0	1
d) increasing your child's knowledge of city life?	5	7	0	0	1	3
e) increasing your child's awareness of the Native Indian community in Vancouver?	7	5	1	0	0	3
f) increasing your child's knowledge of his Native Indian heritage?	4	7	4	0	0	1

Question 4: What do you like about Kumtuks?

- the individual attention/help/support given students (5)
- the staff/the staff's involvement with students (3)
- the results/what it has done for students (3)
- the philosophy/idea/program of Kumtuks (2)
- student feels more comfortable/likes to go (2).

Question 5: What improvements can you suggest for Kumtuks?

- enlarge it/ expand/ more schools (4)
- none/ no suggestions (3)
- not as many field trips (2).

Question 6: Would you be willing to get involved with Kumtuks in any of the following ways?

8	Serving on a Parents' Committee
5	Luncheon supervision
3	Field trip supervision
1	Native Indian Studies resource person
0	Craft or hobby resource person
5	Meeting with the staff to learn about Kumtuks
6	Meeting with the staff to discuss educational planning for your child
5	Meeting with the staff to discuss program planning for Kumtuks
3	Joining in a recreational activity
6	Helping to plan a social get-together (e.g. pot-luck supper, awards night)
8	Attending a social get-together
6	Other: only if asked/open to invitation (2) child is fully-integrated (2).

Evaluation of the Integration Process[18]

Question 7: Since your child started going to secondary school (part time), have you noticed any changes in his:

	Number of Parents (n=12)			
	Same	Better	Not as good	No response
a) attendance?	7	3	1	1
b) attitude toward school?	5	6	0	1
c) school work habits?	4	5	2	1
d) achievement?	5	5	1	1
e) feelings about self?	5	6	0	1
f) behaviour at home?	4	7	0	1

[18] Only those parents of integrating Kumtuks students or fully-integrated students were asked to respond to the following question. Thus, the sample size is smaller (n=12)

Question 8: *We are interested in the number and kinds of contacts you have had with the secondary school staff in the school where your child has (been integrating) integrated.*

a) How much contact have you had with the staff at the secondary school?

A lot of contact	Some contact	Little contact	No contact	No response
[1]	[1]	[5]	[4]	[1]

b) Have you mainly been in contact by telephone or in person?

Telepone [6] In person [3] Not applicable/no response [5]

c) Have you had the same number, more or fewer contacts with the secondary school staff compared with the contacts you have had with the Kumtuks staff?

Same number [1] More contacts [0] Fewer contacts [6] Not applicable/ No response [5]

d) How approachable do you feel the secondary school staff is compared with the Kumtuks staff?

Same [5] More approachable [1] Less approachable [1] Don't know/ no response [5]

e) Have you had as much contact with the secondary school as you would like?

Had about the right amount [3] Would like more [4] Had too much [0] Not applicable/ no response [5]

Question 9: *Any other comments?*

. pleased with the results of the program (3).

APPENDIX F

OPINIONS OF THE TEACHERS AND COUNSELLORS OF INTEGRATING/INTEGRATED KUMTUKS STUDENTS

Questionnaires were distributed to the English, Math and Science teachers and the counsellors of the integrating and integrated Kumtuks students. Of the approximately 25 staff members at Templeton, Britannia, Vancouver Technical and Windermere Secondary Schools who were surveyed, 21 completed and returned the questionnaire. The opinions expressed by the secondary school staff respondents are summarized for each question; comments made by two or more respondents are presented in coded form.

Evaluation of the Program

Question 1: Since Kumtuks began (October, 1978), approximately how many students from Kumtuks have you had in your classes?

Responses	Number of Staff Respondents (n=21)
one or two	7
three or four	4
five or six	2
more than six	2
Don't know/no response	6

Question 2: How do you feel generally about the Kumtuks program?

Comments	Number of Staff Respondents (n=21)
Positive/good/fair	6
Don't know/can't answer	5
Know very little about it	3
Maintains student interest/provides higher motivation/self confidence/ support	3
Other	2
No response	4

Question 3: Have you encountered any particular behavioural or academic problems with Kumtuks students?

Comments	Number of Staff Respondents (n=21)
No	7
No discipline/behaviour problems	3
Problems with attendance	3
Problems with peer relations	3
Problems with basic skills	2
Other problems	5
No response/don't know	3

Question 4: How do you feel about the method of integrating Kumtuks students into the secondary school?

Comments	Number of Staff Respondents (n=21)
Good/seems to work/no problems	8
Other	5
No response/don't know	8

Question 5: a) Do you feel you have adequate information about the Kumtuks program?

YES 6 YES & NO 1 NO 12 NO RESPONSE 2

b) If NO, what information would you like to have about the program?

Response	Number of Staff Respondents (n=13)[19]
Referral process for students	10
Selection procedure for students	8
Goals of the program	10
Curriculum	11
Teaching methods	11
Integration Process	10
Follow-up procedures for integrating students	8

Other: background of students (1)
general idea of program (1)

Question 6: a) Do you feel that the lines of communication between your school and Kumtuks meet your needs?

YES [7] NO [9] Need for communication has not occurred [1] No response [4]

b) If NO, can you suggest improvements?

[19] Only the thirteen respondents who indicated "NO" or "YES & NO" to part a) responded to part b).

Comments	Number of Staff Respondents (n=9)[20]
Regular meetings between teachers and Kumtuks staff	4
Information explaining the program	2
Discuss program at staff meeting	2
Other	1
No response	2

Question 7: What suggestions would you make for changing or improving the Kumtuks program?

Comments	Number of Staff Respondents (n=21)
More communication/feedback between teachers and Kumtuks	4
Locate Kumtuks closer to school	2
Be more visible	2
Other	2

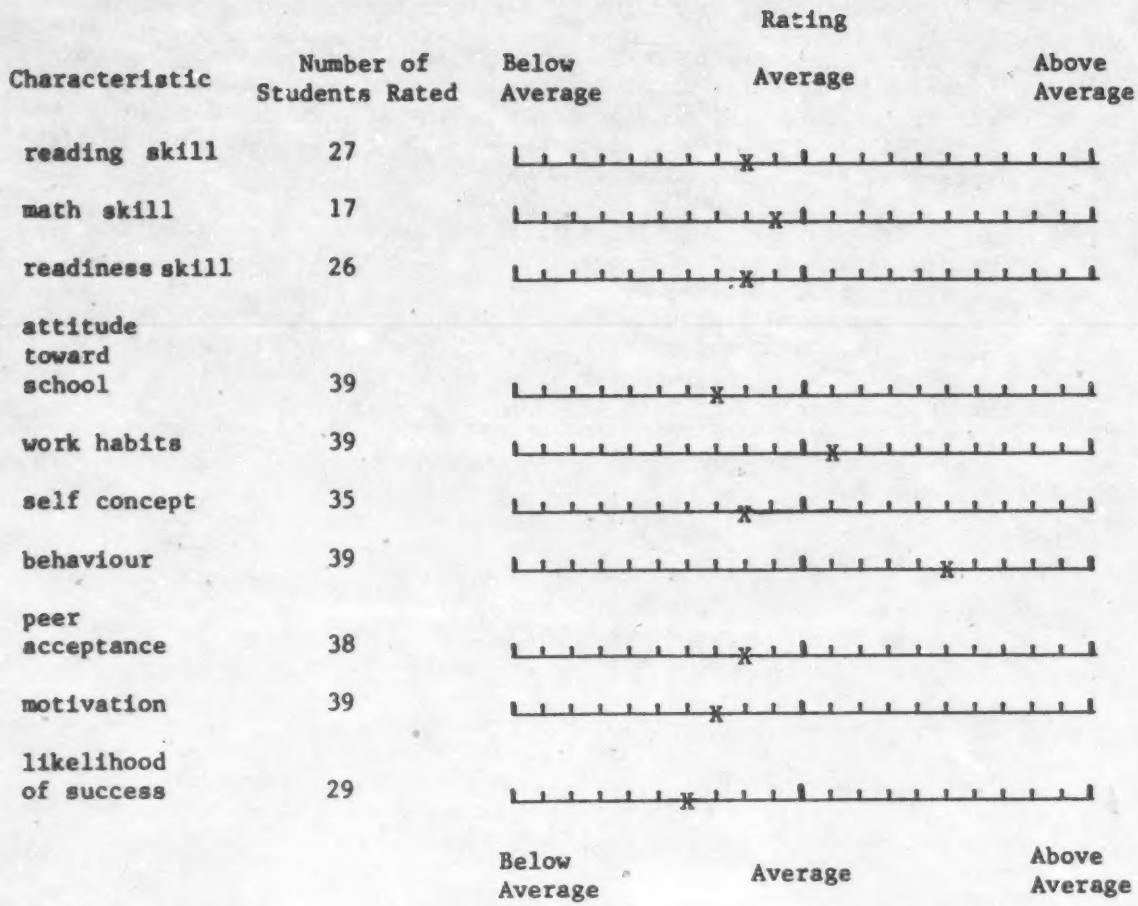
Evaluation of Students

Question 1: How do the Kumtuks students compare with the other students in your class(es) with respect to the categories listed below?

Staff respondents rated a total of 39 students on ten characteristics. The average rating given the students on each characteristic is presented in Figure 1. Since some of the staff respondents felt they could not rate the students on their reading skills, math skills, readiness or likelihood of success, the number of students rated on these characteristics dropped below 30.

[20] Only the nine respondents who indicated "NO" to part a) responded to part b).

Figure 1 - Average Teacher Rating of Kumtuks Students on Ten Characteristics



APPENDIX G

OPINIONS OF THE NATIVE HOME-SCHOOL WORKERS

The following is a summary of the comments made by the four Native Home-School Workers during an interview in April, 1979.

- The Native Home-School Workers are closely involved with the Kumtuks program. They refer many of the students to the program, working either independently or together with the area counsellors or principals. The Workers also serve on the Advisory Committee which screens students for acceptance into Kumtuks.

  In their comments about the program all four Workers agreed that the program had a positive effect on most students enrolled in it as evidenced by changes in attitudes and behaviour. Strengths of the program mentioned included the ability and commitment of the Kumtuks staff, the close contact with parents, the Native Indian Studies program which helps to foster a positive self-image and a positive attitude toward other Native people, the screening process which ensures a careful selection of students, and the fact that the program serves students at an age when they are most susceptible to dropping out.

  Two weaknesses of the program were identified:
  a) the limitation of size which prevents more students from benefitting from such a program, and
  b) a possible overload on Kumtuks staff, particularly the Child Care Workers, in the follow-up of fully-integrated students.

  The Workers saw a need for the program to be enlarged to accommodate some of the increasing number of Native Indian children who are moving into Vancouver. Those students who move from an isolated, rural environment were identified as particularly needing assistance in adapting to the urban environment.

APPENDIX H

OPINIONS OF OTHER INVOLVED PROFESSIONALS FROM THE VSB AND MHR

Several staff members at Britannia, Windermere and Vancouver Technical Secondary Schools who have worked with integrating Kumtuks students, six elementary Principals or Vice-Principals who have referred students to Kumtuks, eight Area Counsellors including the Coordinator, one Psychologist and the coordinator of Psychological Services and five MHR Social Workers including the District Supervisor were contacted by letter in May, 1979. They were asked to submit, either in writing or by telephone, any comments they may have had concerning Kumtuks. Six categories were suggested for organizing their responses. Comments were received from five Area Counsellors, three Principals or Vice-Principals, three MHR Social Workers, two Secondary School Counsellors and a Psychologist. The comments of the fourteen respondents are organized and summarized under the suggested categories; comments made by one or more respondents are presented in coded form.

Involvement with Kumtuks

- no contact/limited involvement/indirect and minimal involvement (5)
- direct involvement in formation of Kumtuks/involvement on Advisory Committee (3)
- referred students
- other (3)

Effect of the Program on Students

- generally positive effects (3)
- better self-esteem/improved self-concept (2)
- academic gains/improved academic performance (2)
- improved attitude toward school (2)
- students are enthusiastic/involved/motivated (2)
- other (2)

Strengths of the Program

- the method of integration (4)
- the follow-up of integrating and integrated students (4)
- work with parents, community, etc. (3)
- excellent staff (3)
- Native Indian Studies component of the curriculum (2)
- support/individual attention given students (2)
- strict discipline/comfortable yet firm approach (2)
- preventative approach (2)
- good atmosphere/smaller more personable than secondary school (2)
- other (3)

Weaknesses of the Program/Suggestions for Improvement

- facility is too small to meet the needs of the native Indian community/expand the program (4)
- another Child Care Worker to provide needed follow-up on integrating/ed students/to structure students' time in evenings and on weekends/to improve communication with community (3)
- other (7).

Other Comments

Half of the respondents made some general comments of a positive nature about their impressions of Kumtuks. The following are examples of the comments made:

- "I am very enthusiastic about the program and feel that it has been a great asset to this community which has a large Native population. Hopefully there will be not only continuation but also expansion in the future for Kumtuks."

- "As this area of Vancouver has an increasing Native Indian population, and as Native children do experience difficulties in the regular school system, I feel Kumtuks is a definite asset to our community and should be supported in all ways."

- "In sum I think Kumtuks, of all the programs I have seen or heard about in Native Indian Education, is the most promising and because of this should be followed and fostered with care. I don't think that many would argue that despite the best efforts of many, the education of Native people in this country has been anything but a resounding success. Kumtuks is one of the few bright lights in this picture."